

MICHIGAN  
EDUCATIONAL  
ASSESSMENT  
PROGRAM  
HST

Scoring Guide

Form D

READING

## PART II

### RESPONSE TO THE READING SELECTIONS

#### DIRECTIONS

Write a one- to two-page response to the scenario question that is stated in the box below. Your own ideas and experiences may be used in your response, but you **MUST** reference information and/or examples from **ALL THREE** of the reading selections to be considered for full credit (4 points). You may go back and reread or skim the selections at any time.

29 (4 points)

#### Scenario

Your school announces that the new high school for arts and science will be opening in the fall. You and your friends are excited about this special opportunity and agree that the new high school will give you an advantage when it comes to future career choices, because it has special facilities with new innovative programs. You make a commitment to attend the new high school. In August, when school begins, you find that none of your friends are enrolled in the new school. When you call them to find out why they chose not to attend the new school, you are told that they did not want to leave their other friends or miss some of the social and athletic events that occur during the senior year.

#### Scenario Question

Even though you know the advantages of the new school, should you drop out and go to the other school to be with your friends? Why?

The Scoring Guide for the High School Test in Reading is on the back page of this test booklet. Please review the scorepoint description for a 4, as this is what is needed for a response to earn all four points possible.

You may use the following pages to plan your response, but your final response **MUST** be written in your **ANSWER BOOKLET**.

# Scoring Guide for the High School Test in Reading

## Part II: Response to the Reading Selections

Readers use these rubrics (holistic scorepoint descriptions) as guides when they score your writing.

### Scorepoint

- 4 The student**
- states a clear position in response to the scenario question;
  - demonstrates a clear and insightful application of common ideas, key concepts, and/or generalizations that connect the reading selections in support of the position;
  - provides at least one referenced example from within each reading selection that convincingly illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken. The examples must also directly connect the big ideas, key concepts, and/or generalizations across at least two of the reading selections; and
  - relates referenced examples without misconceptions.
- 3 The student**
- states a clear position in response to the scenario question;
  - demonstrates an application of common ideas, key concepts, and/or generalizations that connect the reading selections in support of the position;
  - provides at least one referenced example from within at least two reading selections that convincingly illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken. The examples must also directly connect the big ideas, key concepts, and/or generalizations across at least two of the reading selections; and
  - may relate referenced examples with minor misconceptions.
- 2 The student**
- responds to the scenario question but may not state a clear position;
  - demonstrates limited or vague connections among the common ideas, key concepts, and/or generalizations that connect the reading selection(s) and scenario in support of the position;
  - provides at least one referenced example from within at least one reading selection that clearly illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken but does not make a connection across reading selections;
- OR**
- provides at least one limited but relevant example from within one or more of the reading selections and makes a vague and/or ambiguous connection across at least two reading selections; and
- may relate referenced examples with major misconceptions.
- 1 The student**
- responds to the scenario question but may not state a clear position;
  - demonstrates a very superficial understanding of the relationships between or among the common ideas, key concepts, and/or generalizations that connect the reading selections in support of the position;
  - provides at least one referenced example from within at least one reading selection that superficially illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken but does not make connections across the reading selections;
- OR**
- provides insignificant, superficial, or irrelevant examples from within one or more of the reading selections and makes vague and ambiguous connections across at least two reading selections; and
- relates referenced examples with major misconceptions.

### Condition Codes for Unratable Papers

- A no reference to the scenario/answered focus
- B off topic
- C illegible/written in a language other than English
- D blank/refused to respond
- E off task (no reference to any of the reading selections)

## HST in Reading: Part II — Response to the Reading Selections

29 (4 Points)

Circumstances and events in peoples lives influence the choices they make by setting different paths in our lives. If someones mother is dying and they are afraid to see them because they might be ashamed, then they would be missing out on spending time with their mother. The Fuller Brush Man should have wanted to see his mother more. He probably would have been happier.

Nonscorable Code: A

The writer does not refer to the scenario or the scenario question. Therefore this response is not scorable.

29 (4 Points)

If my friends didn't want to leave High School during Senior year for obvious reasons that I could relate to I'd have to stay at the high school too. Even though other options are open, not to mention good opportunities, I'd want to stay and graduate w/ my class so we could share good memories, and experiences we shared through out High School.

Nonscorable Code: E

The writer responds to the scenario question but does not support his/her position with references to or information from the reading selections.

29 (4 Points)

Personally I would have to take a lot of time and think this problem out. There are many pros and cons in this difficult situation. I would weigh the pros and cons carefully, then and only then would I make my decision.

First I would look at the positive parts of the situation. I would mainly see that this is a great opportunity and I'd be foolish to pass ~~up~~ it up. It give me a chance to meet new people, which is always a helpful experience. Another thing that weighed heavily would be my future and how it might be effected by my choice.

Then I'd take into consideration the cons of the problem. I'd realize that my senior year was meant to have fun. It was my last real year with my friends. I'd then come to realizing that starting over can be difficult. I never was gooding at adapting to new things. I would then think that I could always go to college for the same

thing, which might even be better.

After thinking it through I would probably drop out and go to school with my friends. Being with my friends would be just too important. If I went to college for the same opportunities, it would all work out.

Nonscorable Code: E

The writer responds to the scenario question but does not support his/her position with references to or information from the reading selections.

29 (4 Points)

If you want to make real good money you should stay at that school. If anyone got sick in your family you could at least help with the bills.

If you are colored and worried about having to make new friends because of bigotry, then you should drop out and go back to your old school.

If you want animals you should stay at that school to get a better education, so you can make a lot of money to take real good care of them.

## Score Point 1

The writer responds to the scenario question but does not state a clear position. The referenced examples cited from *within* the reading selections are very superficial and vague, but the writer does attempt to connect those references to the scenario.



29 (4 Points)

People do like choosing new things and trying them out. Going to a new high school would probably be great. People should always look at what they think is best for them. Choosing new things can be great, but sometime it's not.

In The Fuller Brush Man by Gloria D. Miklowitz, she says that "If that's what he had to do, he'd do it." This goes along with choosing the new high school. If you have to do it, then do it. If your parents are making you go

## Score Point 1

The writer responds to the scenario question but does not state a clear position. The reference to "The Fuller Brush Man" is superficial and its connection back to the scenario is weak.

29 (4 Points)

Most of the time we would expect ourselves to do certain things, which we consider uncontrollable situations, but most of the time we are influenced even on these situations. The writings that I read in the test booklet all represented a feeling of dissatisfaction on something that has taken place and something that we have done. Relating back to the question asked, I think maybe I would go to the new school at first, but resentment, and dissatisfaction would influence ~~be~~ my decision.

From the story of "The Fuller Brush Man" Donald had to go to see his mother because of the constant reprimand he got from Ava, his sister, and his father. But the main reason that triggered his response was because, he was worried that something would have happened to her. Maybe it would be the same case for me, I believe my parents would urge to go to the new school, but something would have to trigger in the response into me that would initiate me to go to new school. Slowly, maybe I would realize that would mean constant dissatisfaction.

Through the stories of the "Crossing the <sup>color</sup> line" and "Old man at the Bridge" the qualities of satisfaction is shown. Through the feelings of the "prejudice that would continue" in "Crossing the line" and "that he had to take care of the animals, but he let them go". From these examples

we can see how external forces can affect decisions. I expect  
many would have feelings like, "It should have <sup>been</sup> better, if they  
were around," and "I should have listened to them". Through  
out the time that I would try to enjoy, it would be just  
illusion of joy not true happiness around me. I would have  
to cheat others in my new school, and of course myself.

Through both of these paragraphs it can  
be clearly seen that it would not be rather nice for  
me to be in that situation. If you would have ~~happiness~~  
on side, and constant feeling of resentment on side, which  
one would you choose?

## Score Point 1

The writer responds to the scenario question but does not state a clear position. The writer attempts to make an *across* connection based on the idea of "how external forces can affect decisions." Referenced examples are often irrelevant or unclear and *within* connections are also vague. Overall the writer demonstrates only a superficial understanding of the common ideas that connect the selections and scenario.

29 (4 Points)

It's all a matter of opinion. In the story "The Fuller Brush Man", he doesn't give up on his after school job. Even though he has a sick mother at home. He still continues to work cause it's his responsibility. He learns how people can be rude and to be rejected.

Mary Jane from "Crossing the color line" she doesn't give up and give in to racist people. She keeps her head high and stays proud to be black. She feels that her future is going to be successful and keeps living. An example would be when; "I feared that those disquieting images would come ~~to~~ to life. Mary Jane was scared, yet she still focused on her life. She knew in time things would change.

The Old man from "Old man at the Bridge" was very concerned about his animals. They were more like his family. The old man was happy to see the solidier that stopped to help him. The solidier was trying to convince the old man it would be better to keep moving. Raising those animals was the only

life and family he'd had in a longtime.

These three selections tied together with the Scenario, ~~cause~~ were all important choices. Deciding to return to her old school is important choice. Does she want to learn or socialize. The old man from "Old man at the Bridge" made the choice to move on. Mary Jane from "Crossing the color line" made the choice to not let her race destroy her life. Donald from "The Fuller Brush Man" choose to either work or take care of his mother. All these people had to make an important decision. Not even knowing if it was the correct one.

#### Score Point 1

Although this writer does not take a clear position in response to the scenario question, the minimal reference to the scenario ("deciding to return to her old school") makes the paper scorable. The writer connects the theme of "not giving up" across "The Fuller Brush Man" and "Crossing the Color Line" but does not connect it to the scenario. The idea of "important choices" in the last paragraph connects across the scenario and selections. However, the referenced examples given to support either across idea contain major misconceptions, demonstrating only a superficial understanding.

29 (4 Points)

The Fuller Brush Man:

Choices, everything in life affects all of us, even the people around us. The choices we make must conclude our thoughts on each subject. Donald made a choice to see his mother and try for her to get well, since she always pushed him to try in everything he did. She encouraged him to keep on trying throughout the years, to make a future success.

Crossing the color line:

She also had to make a choice of moving to a new neighborhood. She accepted the civil rights movement, even though she knew reaching up, she would be stretching for something that will remain, but she had a future to look for and a family always there for every choice she makes. Old man at the bridge.

This man had to make a choice to leave his pets. Not only his pets, but a life he was so used to. It made things in the future difficult for him. He knew his cat could survive, no doubt, and he left the

dove's cage open so that they could fly away to survive, but he also knew the goats could not survive. He worried a lot, what would they do when the artillery came? Leaving his life behind stood a very difficult choice for this old man, but he had to look for the future. He had a choice of course, and he would have to make it fast because he was to leave his old life behind. Then he came across a soldier. That soldier influenced him to make the right choice. Go ahead, leave here to a new life you can make elsewhere. Such a choice for this man could save him. New surroundings he would have to get used to, but changes occur rapidly so make the best of them. I would stay at the school if it was the right choice for a good future, but you could still stay in contact with your friends.

Score Point: 2

The writer takes a position on the scenario at the end of this response, making the paper scorable. The theme of choices for a better future serves as the connection across all the reading selections and demonstrates a limited understanding. The referenced examples from within all three selections, however, contain major misconceptions.

29 (4 Points)

In my opinion, I would go to the new school. You would be better off in the long run and you can still meet new people to become friends with. Plus you will still have all your old friends. It sounds like to me that the new school will give you more advantages than disadvantages, so I would definatly go for it.

~~I really don't see how the three stories connect with this situation.~~ The three stories are about making choices that would influence their lives, and this situation is about how you would make a choice to benefit your future. The first story is about a boy whose mother is dying and how she helped him shape his life while he was growing up. In the second story the girl had to grow up in a racist world. The old man in the last story had to leave his pets because of war. These all show how something influences ~~are~~ ~~lives in different ways~~ the choices we make in our lives (in different ways).



## HST in Reading: Part II — Response to the Reading Selections

Score Point: 2

The writer states that he/she will go to the new school because it “will give you more advantages.” Although the writer understand the outside “influences” that affected the main characters *across* the three reading selections, he/she is unable to connect this theme to his/her position on the scenario.

29 (4 Points)

Even if my friends weren't going to the new school, I feel that I would stick with it. I would do this for the advantages and life-lessons it would teach me. These advantages I pick up are a better job, meet new people, and learn to live in a new environment. In the next few paragraphs I will prove these ideas, based on 3 stories.

First of the new school will help me get a better job by offering new and better classes. Just as Donnie in "The Fuller Brush Man" was afraid of losing his mother dying. He over came that and in return became a better person. Just as I will over come a new school.

Secondly I will will meet & get to know new people. This will teach me many things about my life and many others lives as well. It will open my eyes to all kinds of new ideas and I can't fear it, I would be strong how the girl in "Crossing the Color line" was.

Lastly I would do it to prove to my self I can live in a new

environment. If I live my whole life in one place and never leave I know it will be too much to handle if I must. Just as it was too hard for the older man in "Old Man at the Bridge". He lived in the same spot and had only a life in his old town. He was unable to leave and I don't want to be that way.

For those reasons, I feel I would much rather go to the new school. The new school would give me more than better classes it would give me life long lessons.

**Score Point 2**

The writer decides to attend the new school for 3 reasons: 1) a better job, illustrated by a weak reference to "The Fuller Brush Man"; 2) "meet new people," illustrated by a weak connection to "Crossing the Color Line"; and 3) "live in a new environment," nicely illustrated by a relevant but limited *within* connection to "The Old Man at the Bridge." There is no connection *across* the selections.

29 (4 Points)

Crossing The Color Line and The Fuller Brush Man, and the Old Man at the Bridge is still there today. All three of these writing have the theme of never giving up. For B. Donald he did not quit his door-to-door campaign of give sample. He could face rejection. The author of Crossing The Color Line never gave up, even when faced with racism in her new mostly white school. Lastly The Old Man was consistently asking about his animals and he had never ending love for them. Rejection is the same as the friends not being enrolled at the new school. Even if your friends are not there, you should not drop. In fact you might as well stay, you never know you might find great friends among the people at the new school.

Score Point 2

The writer makes a connection across two selections based on the idea of not giving up in the face of rejection. The referenced examples and within connections to the scenario/ position are too limited and vague for a higher score.

GO ON TO THE NEXT PAGE

29 (4 Points)

The circumstances and events in people's lives greatly influence the choices they make. As we come to these situations we not only think about the troubles it may cause in our lives, but the fear we might face. One of these situations being moving to a new school. Throughout life we face many situations in which a choice is to be made.

I feel that it would be to my advantage to attend the new school. Although I would be risking the possibility of losing my friends, I would be doing what was best for me. This idea was demonstrated in the story "Old Man at the Bridge." The old man based his whole life around caring for the animals, but he had to give them up to move away. He states, "I was only taking care of the animal," he said dully, but no longer to me."

Attending the new school may not be an easy task, but it is something I would push myself towards. As stated in the article, Crossing the line of color, "I didn't understand the hatred, nor could I even begin to comprehend its motivation, but I

feared that those disquieting images would come to life." The author feared that by moving to a new school she would be losing her "black identity." She was <sup>also</sup> concerned about her self esteem and social life. In the end, she knew racism would live forever, but she would remain to push herself towards destroying it.

The biggest fear of attending the new school may be actually walking in the door, knowing I would have to face new people. I may face many rejections and disappointments from people, but I would keep trying to make new friends. In the article, "The Fuller Brush Man," Donald lived his life after school trying to make it as a door to door salesman. He faced rejections from people as he tried to promote his sales, but this was the least of his fears. His major concern was earning money for college, but his biggest fear was facing his mother. In the end, Donald faced his mother and overcame his fear as I would do the same in the new school.

Overall, life brings us many difficult situations. Along with these situations comes fears and troubles. The articles describe how and what the characters did to overcome their troubles. What they decided may or may not have changed their life drastically, but enough to know they've tried. These situations in which a decision is to be made will haunt us for the rest of our lives.

## HST in Reading: Part II — Response to the Reading Selections

**Score Point 3**

In this low three response the writer's position is to face one's fears/troubles and attend the new school. This common idea of "facing your fears" serves as the implicit connection *across* the reading selections ("The Fuller Brush Man" and "Crossing the Color Line"). Although referenced examples contain some minor misconceptions, the *within* connections sufficiently illustrate key concepts and adequately support the position.

29 (4 Points)

Yes, I think that you should drop out of the new school for your friends. Friends are the "security" of your school life. Just like Donnie from "The Fuller Brush Man", you have to accept what you have because it won't be there forever. Donnie realized that his mom wouldn't be alive forever and that he has to be with her while he can. When you're in high school, you want to be with your friends while you can. Once you graduate you won't be able to see them everyday. You won't have the security you always had. You may often times find yourself wishing you could go back. The old man in "The Old Man and the Bridge" was the same way. The circumstances and events in his life forced him to ~~to~~ leave his home and animals. He wished he could go back.

The circumstances and events in our lives, such as graduation, often times make us wish for our younger years back. The girl in "Crossing the Color Line" was forced to leave her school and neighborhood because of how the circumstances and events in her life made



things change.

The point I'm trying to make is that even though the new school offered more benefits for the future, you should stick with what you know. After graduation, events are going to happen, and you'll wish you had high school back. You shouldn't rush things by leaving everything behind and going to a new school your senior year. In a personal relation to this story, I myself had to move to a new neighborhood and school. The circumstances and events ~~were~~ were beyond my control. I often find myself remembering my childhood home. I wish I knew then that it wouldn't be lost forever.

So on a final note, we should take on every moment like it's the last. Once ~~we~~ we have circumstances and events beyond our control, life changes forever.

### Score Point 3

The writer's position is to return to the "old" school and appreciate the "security" of your friends. The idea that "circumstances and events beyond our control" make us wish for what we had serves as an *across* connection between "The Fuller Brush Man" and "The Old Man at the Bridge." Referenced examples from *within* each selection are applied to the scenario, but the connection to "Crossing the Color Line" is limited and weak.

29 (4 Points)

Although socialization is important in personal development, I would not drop out and go to the normal High School with my friends. One reason is that the new school would provide better opportunities. In "Crossing the color lines," Lynell George tells of how she faced the similar situation of going to a different school, but realized that it "... meant more than better schools, it meant an expansive future, a better shot at reaping the rewards." With today's competitive colleges and workplaces, I want to give myself every possible opportunity to succeed, like she did.

As for being separated from my friends and missing out, I know that I'll have to move on. In "Old man at the Bridge" by Ernest Hemingway, the old man, ~~for~~ fleeing from his war-torn homeland, leaves behind the animals that were so dear to him. Even though this was heart-breaking for him, he knew he must move on. In the same way, I would miss my friends and special activities, but I would have to pursue what I think is best for me.

The most important reason for attending the new school is that I wouldn't give up something to which I had already committed. In "The Fuller Brush

Man", Donald is disappointed that his sick mother seems to be giving up. He says "But worst of all was knowing that Mom lay in the next room wasting away, dying, not even fighting anymore." Another example of this kind of ~~persistence~~ persistence is demonstrated by Lynell George in "Crossing the color line." Despite being assigned to a below level reading group, shouted at from passing cars, and assumed to be a wallet-smoother, she kept her dignity, and will keep "reaching up" even if reaching for something beyond her grasp. Like her example and Donald's wishes, I could not give up. I would have to try. I would have to fight, I would have to attend the specialized school.

## Score Point 3

The writer's position is to attend the new high school. Three reasons are given for this decision: 1) "better opportunities," with a referenced example from *within* "Crossing the Color Line"; 2) "have to move on," with a referenced example from *within* "The Old Man at the Bridge"; and 3) "giving up," with a referenced example from *within* "The Fuller Brush Man." The recognition of the common idea of persistence serves as the *across* connection between the scenario position, "The Fuller Brush Man" and "Crossing the Color Line." To summarize, this paper has relevant *within* connections to each selection without major misconceptions and a common idea *across* two selections.

29 (4 Points)

Friends, Influential & -Essential?

My friends are very important to me. They are probably among the most influential people in my life. If it happened that they were all going to a different school, it would be a very difficult decision about whether I would go to their school, or whether I would go to the new school. Ultimately, I would probably go to the new school I had made a commitment at.

Even though my friends are so influential, I would leave them during school hours. This is sort of like Donald, the Fuller Brush Man, who left his mother, even though she was very influential. However, unlike Donald, I would spend time with my friends outside of school, not run away the way that Donald ran from his mother. Donald "felt an overwhelming hunger" for the times in the past when his mother was healthy & they spent time together. And probably I would feel that way some days at school when I missed my friends, but I would see them outside of school. In the end, a good education is too important. Lynell George's parents knew this. They sent her to a new school because it would offer better opportunities than the old one. The transition was difficult, & they worried that she would lose her "black identity", but the better schools "meant an expansive future, a better shot at reaping the rewards." It is <sup>for</sup> this reason that I, like Lynell George, would leave the comforts of my friends for a new

## HST in Reading: Part II — Response to the Reading Selections

school. I would probably make new friends & maybe even do better in school. Eventually, everyone has to break out of their comfort zone & move on. The old man at the Bridge had to leave his animals when the war came. He left his animals, but when he left his home, he gave up, "I have come twelve kilometers now & I think now I can go no further." He never thought about starting a new life like the soldier urged him to. The soldier told him to go towards Barcelona, but the old man didn't want to go: "I know more in that direction, but thank you very much." All he could think of was the life he left behind. Hopefully, when I do leave my friends, when I go to college, or if I went to this new high school, I would be more willing to adapt to the change than the old man was. Impretty good at that, at making new friends. Every year I get classes where I don't know anyone, but I make friends easily & soon I know everyone. That is an important skill.

Friends are very influential people in life, but it is important to know that there has to be a line between them influencing & them controlling. It is not a good idea to depend on friends to ~~control~~ make major life decisions. Friends should help & be there, but ~~you~~ ultimately, you have to ~~live~~ like your life for you. ~~Not~~ Not for your friends, & not have them live your life for you. Hopefully, if these are true friends, we will stay friends even if I do go to a different school.

## HST in Reading: Part II — Response to the Reading Selections

## Score Point 3

This writer takes the position that “friends are influential” but you must “live your life for you” and therefore attend the new school. Thoughtful references are cited from *within* the reading selections in support of this position. The contrast between Lynell George’s ability to “break out of the comfort zone” and the “Old Man’s” inability to do this serves as an implicit connection *across* these 2 readings.

29 (4 Points)

Even though my friends decided to stay at the regular high school, I would still go to the new high school for arts and sciences. In "The Fuller Brush Man", Donald decides to sell things door to door ~~despite~~ despite his parents thinking it's a bad idea. He went against the odds and did what was thought to be crazy. I would apply the same idea. Despite my friends thinking it is a bad idea to go to the new school, I would still go to prove them wrong. "Crossing the Color Line" is somewhat related to the same ideas as "The Fuller Brush Man". In "Crossing the Color Line", the author lives in a world in which he is always discriminated against, but never lets it bother him. ~~He is just~~ He takes everything that is thrown at him and just ignores it, trying to be the best he can be. This is another reason for me not quitting the new school. If I stay at the new school, my friends will laugh and mock me, but I'll just ignore it and do my best because I know it will benefit me in the future. In "Old Man at the Bridge", the old man does something that is an opposite reason for me to attend the new school. In it, he says, "Towards Barcelona", I told him "I know no one in that direction," he said, "but thank you very much. Thank you again very much."

The old man wouldn't go with the soldier because he didn't know anyone, just like my friends. It's a new school, therefore everyone will not know everyone, so we'll just have to make new friends. In all three of these stories, the idea that life is not easy and difficult choices must be made is very evident. But, that's how life is. No one ever said life was easy. In choosing to attend the new school, I made a very hard decision. I decided to leave all my friends and what I'm used to and enter a harder, more challenging school. That isn't the kind of thing you can take lightly and answer on the spot. It takes some serious thought.

## Score Point 4

The writer decides to "go against the odds" and attend the new high school because of the "future benefits." Referenced ideas from *within* each reading selection are applied to this position. The referenced examples illustrate how both Donald ("The Fuller Brush Man") and Lynell George ("Crossing the Color Line") beat the odds to benefit their future as contrasted to "The Old Man at the Bridge." This serves as the direct connection *across* the reading selections.



29 (4 Points)

### "TOUGHSTUFF"

"How do circumstances and events in people's lives influence the choices they make?" That is an important question that comes up eventually in every person's life. Some choices are hard, some are easy, and some just have to be made. Many of the examples in the three articles represent those three types of decisions that present themselves throughout life.

The future has to be the main focus in every decision that is made. It might seem bad at the time but the big picture always has to be one of the deciding factors. It would be a difficult choice to have to make your senior year, whether to stay with your friends at the high school you know or make a big leap in the direction of your future. In the story Crossing the Color Line, Lynelle George had to go to a new school because it would be beneficial for her future. Even though it might be hard to leave her comfort zone she knew it was the right step to take. This is evident when she said "moving, then, meant more than better schools, it meant an expansive future, a better shot at reaping the rewards." She was looking at the big picture and made the right decision that would enhance her life. →

Another thing to look at would be how did it effect the other people in your life. In the story The Fuller Brush Man, Donnie had to make a tough choice that effected him and his family. He had to stop hiding and talk to his mother and face his fear. Even though that was hard for him to do he didnt want to regret anything later on in life.

Another example of a tough decision is when the old man in, Old Man at the Bridge, had to leave his animals for his own good. This is clear that I would have to leave my friends and what is comfortable to me for what is right and what is good.

After thinking of all the possible outcomes such as: moving to a new school to have a chance at a better future, not regreting anything later on in life, and have to leave my comfort zone for better opportunities. I would choose to go to the knew school because the positive points highly outweigh the negative ones. Looking at decissions other people had to make such as Donnie in The Fuller Brush man, and Lynelle in Crossing the Color Line, and the old man in Old man at the Bridge. made me realize that other people have to make hard choices something good is going to come from. I would chose to go to the new school and brighten my future even though it's tough stuff

Score Point 4

The writer decides to go to the new high school even though it's a difficult choice. Referenced examples from each selection and *within* connections provide clear and relevant support for the position. The idea of making hard choices for a good outcome directly connects *across* the selections and scenario.

29 (4 Points)

With this scenario, I would go back to my old school to be with my friends. The reason for that would be because everyone needs people in their lives. No matter who you are you need people to encourage you and support you. In the story of "The Fuller Brush Man," Donald was going through a very hard time. His mother was ill, but he didn't want to have to deal with her illness. He was always trying to keep himself busy by working, but that didn't help the situation. When his family tried to talk to him or asked him to go into his mother's room and see her, he refused and became angry that they suggested that. When his friend Shannon asked him about his mother, he also became angry at her. All his friends and family wanted to do is help Donald get through this rough time and Donald kept pushing the situation away which made it harder to deal with everytime it came up. It would have been easier in the beginning if Donald would have let his family and friends help him through this.

With the story "Crossing the Color Line," the author talks about racism and how it affects her life. She was going to a new school in which it was becoming hard on her along with the fact her family lived in an almost all white neighborhood. She had a little trouble dealing with this, but her parents were there encouraging her and helping her through all of it.

In the "Old Man at the Bridge," the old man was forced to leave his animals which he cared about because war was going on. The old man didn't feel like going on because his animals were gone, but a soldier came up to him and tried to comfort him. The soldier told the old man that his cat can look after themselves and that his animals were going to be safe made the old man feel better about that and not worry that the animals might be dead.

So, I feel that everyone in this world needs people to help them through tough situations such as in the three stories. Without the extra support from family, friends, and people who care, people may not be able to succeed due to the lack of confidence.

## Score Point 4

The writer decides to go back to the old high school because "you need people to encourage and support you." A thoughtful discussion of each reading selection clearly illustrates the writer's position. The insightful understanding of how each character needed support and encouragement serves as the explicit connection *across* the readings as well as the *within* connection to each selection.

29 (4 Points)

Though I would be faced with many decisions, I would not quit the new High School just because my friends did not attend with me. There are always new friends to be made, and just because you attend different schools does not mean you must cut all ties.

My decision is much like Donald's in "The Fuller Brush Man" because even though I may be frowned upon by others, as was Donald by his mother when he proposed the idea of his new job as a Brush man. I, as did he, must do what will most benefit me, and leave, though sometimes highly valued, the opinions of others behind and forge ahead to achieve your own goals.

My decision is also similar to the girl in "Crossing the Color Line" because even though I may be taunted or biased against, as was the girl in the story, I must follow her example and keep my head high through all the prejudice. I must also realize, as she must have, that people are scared of what they don't understand, and to get over that fear they make fun. I should also keep in my mind, that if it will benefit me in the long run, that I should continue on, no matter what anyone says.

My decision is also like the old man's in "Old Man at the Bridge" because even if it may hurt me to leave something I love behind, I must do it, as did he by leaving his beloved animals when the artillery struck, and move forward and leave the past behind. I also realize that you should do what is best for yourself and let others go ahead or if necessary to leave them behind.

All these stories share the common theme of doing

what is best for yourself, no matter what people think, say, or do. If it is necessary to leave some things behind in order to do that, or if you must be a pioneer, doing some thing no one else has done, you do it because the person who decides what is best for yourself is you and no one else. In life, you should set your goals above everything else and face the "adversity" to achieve them.

## Score Point 4

The writer decides to go to the new high school because you have to do "what is best for you, no matter what people think." This idea serves as the direct connection *across* and is clearly supported with referenced examples from *within* each reading selection.